



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

the unswerving allegiance of thousands of students. Nor did this close relationship between professor and student cease with graduation. He followed the careers of the alumni as closely as he had watched their recitations of Homer and Aeschylus; and the correspondence by means of which he kept in touch with them formed no small part of his daily work. To many of the alumni, especially to the older ones, he himself was Hamilton College. It was such a relationship as could exist only among the members of a small college. Between the students of a large university and the various instructors among whom they vibrate such close personal contact is impossible. It is sometimes urged that university students, sitting under so many different instructors, have the advantage of getting different points of view. But this advantage has manifest limitations. In a large institution even the freshmen have almost as many instructors as they have courses. Surely it is doubtful whether the mentality of the average freshman is constructed on a sufficiently liberal plan to admit of subdivision. Symmetrical training is very apt to degenerate into mental confusion and cultural disintegration. At the present time there is a clearly marked tendency to recognize this, and more than one great university is endeavoring to readjust its machinery in such a way as to obtain some of the proved advantages of the small college.

As a teacher Dr. North was a power. His was the old-fashioned training. His methods of study and of teaching were formed before narrowing specialization had tied men down to one or other of the two classical languages, or to a single department of one of them. His contributions to our knowledge of antiquity are negligible. He never tampered with the "business of *δρα*." But he knew both Greek and Latin literature, and he knew them well. His general interests were not, as is often the case, a mere cloak for concealing a lack of detailed information; they were, on the contrary, built upon a substructure of scholarship as sound and true as any that distinguishes the specialists of our own time. In his day "productivity" had not been canonized, and general culture was not yet profane.

---

#### THE PRESENT STATUS OF THE ASSOCIATION

The enthusiasm which the classical teachers of the Middle West and South have shown in joining the new Association has even

exceeded the expectations of the founders. When the organization was formed last May the estimated membership for the first year was 600. As we go to press, the roll of paid-up members contains 786 names. New subscriptions are coming in every day, and there is no doubt that when the Association convenes in St. Louis next May there will be a membership of more than 1,000. That the co-operation of so large a body of workers will prove a potent force in education in the Middle West can not be doubted. Through the annual meetings and through the columns of the *Journal* we shall be able to become acquainted with one another's methods of teaching, of study, and of research. The increased zest and interest which we shall feel in our work will soon communicate itself to our students, and the result will be a general rise of standards.

We have begun well. For complete and permanent success, however, one thing is essential; namely, that we should not simply join the Association, but should identify ourselves with it; should be not merely members, but active members; should bear in mind that its interests are our interests, and that both are the interests of classical education in the territory.

The membership by states is as follows:

Alabama.....	6	Mississippi.....	9
Arkansas.....	3	Missouri.....	76
Colorado.....	8	Nebraska.....	35
Illinois.....	151	North Dakota.....	3
Indiana.....	69	Ohio.....	66
Iowa.....	86	Oklahoma.....	4
Kansas.....	29	South Dakota.....	10
Kentucky.....	10	Tennessee.....	14
Louisiana.....	4	Texas.....	17
Michigan.....	70	West Virginia.....	5
Minnesota.....	23	Wisconsin.....	88

---

We regret that, owing to lack of space, we can not accede to the request made by several members of the Association to reprint Professor Ashmore's "Plea for the Classics in Our Schools," one of the essays in his recently published volume *The Classics and Modern Training*. We have, however, asked the publishers, Messrs. G. P. Putnam's Sons, to issue a reprint of the essay, and they have kindly consented to do so. Their announcement appears in the January number of the *Journal*.